

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

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The business department of THE JOURNAL is on another page.

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Results of Child Study.

By F. Tracy, Ph.D., University of Toronto.

(CONCLUDED.)

LIGHT SHOWN BY CHILD STUDY ON THE MORAL SIDE OF EDUCATION.

What shall I say finally of the light which child study has thrown on the *moral* side of education? This is perhaps the most difficult question of all for the parent and teacher to deal with. The responsibility is grave. It would seem that when the children come under our care, they are already brimful of potentialities and possibilities and tendencies looking in every direction. Every normal child has in him the possibility of the attainment of high moral excellence, as well as that of deep moral depravity; but the young child is neither the one nor the other, as Sully points out, in the little child there is, strictly speaking, no morality, but only the raw material of it; and we make a great mistake when we judge his words and actions by adult standards. What looks very much like a lie, may be, in the case of a little child, something far less morally heinous; what appears to be a spirit of wanton cruelty to animals, may be, in reality, nothing of the sort; what seems most abominable selfishness and greed, may be entirely devoid of those characteristics that are essential to moral egotism. In short, what Rousseau says in regard to our judgments of children in intellectual attainments is true also of our judgments of their moral attainments: "One moment you say, he is a genius; the next moment you say, he is an imbecile. You deceive yourself in both cases. He is a child."

SUSCEPTIBILITY OF THE CHILD.

Alongside of this fact, that the child is a being full of tenderness and potentialities capable of development in both directions, upward and downward, we have to place this other fact, that he is, as a general thing, exceedingly susceptible to the suggestions that come from his social environment. And not only so, but children differ from one another so much in this respect that the social environment of each child ought, if possible, to be carefully adjusted to his disposition and needs. In the ordinary school this is a task so difficult as to be well-nigh impossible; yet the teacher who is a child-student can do it if any one can.

This susceptibility of the average child to the influence of his social environment is so great, that I would

say, as my closing word on the practical results of child study, that it has made us more than ever alive to the importance of taking moral character and deportment into account, as well as intellectual attainments, in the selection of our teachers. I sincerely hope that the day will come when school trustees will no longer allow themselves to be guided by motives of financial economy merely, in engaging teachers; nor even by considerations of scholarship, by themselves, but shall enquire most carefully into the moral character of the person who is to stand daily in the presence of their children, and whose every word and gesture and action is to stamp itself upon the observant and imitative natures of the children who receive their instruction at his hands.

The Land of Used-to-be.

Beyond the purple, hazy trees
Of summer's utmost boundaries;
Beyond the sands, beyond the seas,
Beyond the range of eyes like these,
And only in the reach of the
Enraptured gaze of memory,
There lies a land long lost to me—
The land of Used-to-be.

A land enchanted, such as swung
Along their dripping brinks, and sang
To Jason in that mystic tongue,
That dazed men with its melody;
Oh, such a land, with such a sea,
Kissing its shores eternally,
Is the fair Used-to-be.

A land where music ever girds
The air with belts of singing birds,
And sows all sounds with such sweet words
That even in the lowing herds
A meaning lives, so sweet to me.
Lost laughter ripples limpidly
From lips brimmed o'er with all the glee
Of rare, old Used-to-be.

Lost laughter and the whistled tunes
Of boyhood's mouth of crescent runes,
That rounded through long afternoons,
To serenading plenilunes,
When starlight fell so mistily
That, peering up from bended knee,
I dreamed 'twas bridal drapery
Hung over Used-to-be.

Oh, land of love and dreamy thoughts,
I love ye all, and with wet eyes
And shining fields, and shady spots,
Of coolest, greenest, grassy plots,
Embossed with wild forget-me-nots,
And all the blooms that cunningly
Lift their faces up to me
Out of the past; I kiss in thee
The lips of the Used-to-be.

Turned glimmeringly on the skies,
My blessings, like your perfumes, rise,
Till o'er my soul a silence lies,
Sweeter than any song to me,
Sweeter than any melody
Or its sweet echo; yea, all three;
My dreams of Used-to-be.

—James Whitcomb Riley in Minneapolis "Journal."

The Democracy of Learning.

By Dr. Lyman Abbott.

We have entered in this country upon a sublime and even awful experiment. We have here 60,000,000 people, soon to become 100,000,000, without any common traditions and common religious belief, any common race connection, any common language or literature, any government or authority over them, any trained aristocracy to lead them. Aristotle said governments were divided into three classes—government by the one, government by the few, and government by the many. We have added a fourth: Government by all—self-government.

The foundation of our institutions is first that every man shall govern himself, and that in all those matters in which his own interests are predominant he shall not be ruled by any man, even though he be better than himself, and the state shall regulate those things which are common to them, which belong to their common interest, and that the whole nation shall take up so much as is left, only those things which do not concern the individual exclusively, but do concern the entire body in the empire. This is our experiment—government by the people—self-government. Our self-government rests on our self-education. This is the foundation of our public school system. We shall not give it to private enterprise, we shall not trust it to the hands of an individual, though we desire the co-operation of the individual parent; we shall not trust it to the church. We have resolved in America upon self-government, resting on self-education, and we are in this land teaching ourselves as we are governing ourselves. In other words, self-government or government by the all, rests on self-education.

Now, whether this experiment is wise or not I am not here to discuss. Wise or unwise, we have entered upon it and we are going on until it is a sublime success or a stupendous failure. Whether the system is wise or unwise we are going on with it. For my own part, I believe in its success. I am a democratic man from the crown of my head to the soul of my feet. My democracy is not political. It is a religious faith. I believe in God because I believe in man as God's son, not because man is black or white, good or bad, German or English, ecclesiastical or non-ecclesiastical. I believe in man because he is next to God—God's own child.

Now, we are going on, I say, to try this experiment. Our standard of education is fixed for us. If we try an experiment of self-education as a basis for self-government, then everything which is necessary to make good citizenship is to be a part of the school curriculum. If the state has a right to educate at all it has a right to educate and train in all the elements of character that are necessary to good citizenship.

The good citizen must be able to understand his fellow citizen. He may learn German or Polish, but he must know how to speak the English language. He must know how to express himself to his fellow citizens. He must be able to write the English language. He must know the world he lives in, and especially his own country. He must understand something of geography. He must know the experiments of the past, lest he repeat the blunders of the past.

He must know something of history; he must know the great thoughts of the great thinkers. He must find his leaders in all of history which is literature. He must learn enough of the needs of science to be able to earn his own bread. These are essentials to good citizenship; but these are not all. He must not only know how to think, he must also know how to do. He must not crowd all information into intellect; he must be trained in the use of the motive powers that come into any scheme of self-education, broad and large enough to furnish a basis for self-education. The good citizen is to learn first of all how to govern himself; then he is to learn how to co-operate with other men and learn to exercise a will over other men. The motive powers must be trained and educated, as well as the intellectual powers, or this man will not be a good citizen.

If this state has any right to educate at all, if it has a right to carry on this great, wonderful experiment of self-government; it has a right to educate in those morals of life which are the foundation of self-government, and we have been in such a panic and fear lest religion should creep in underhand ways into our schools that we have put clauses in our statutes and constitution against it, and have arrayed judges at the door to keep it out. We have agreed that we may learn anything of the language and literature and history of every people, but we must learn nothing of the language, of the literature and history of the Hebrew people. We may study the laws of Solon, but we must not study the laws of Moses. All other literature, all other history, all other laws your teachers may use, but not the history of the institutions and laws and literature which come most closely home to us. It is true that these laws teach us more than the laws of the Greeks or Romans; it is true that this race instituted popular suffrage; that it was the first race that maintained no standing army; that it was the first to make provision for the education of all the people; that it was the first to form separate states into one nation, and to whose schools we can trace ours as you can trace the oak to the acorn. We must not study of Gideon and his brave 300. We may study religion as much as we please, but we must not teach it in the schools. What is there, then, of which we must stand in such dread?

I do not plead here for public worship in the public schools. On the contrary, I vote against it. It is not the function of the state to provide public worship, and in any community in which there is objection to public worship, the objection should be sustained and the worship discontinued. What I am pleading for is this: That if the state has the right to provide self-education it has the right to provide all the elements necessary to train the children in justice, mercy, purity, goodness, faith, hope, and love; to understand how they stand related to one another, and to see the great laws that underlie all the universe; to see behind this panorama what Herbert Spencer has seen, that we are in the presence of an Eternal energy. If we study history we do not mean to cram the mind with hates, that Luther had a hand somewhere in the Reformation or that Henry VIII. was not exactly a model husband. We want to teach the problem of human life. The human race has been gradually growing wiser, stronger and better, diviner.

I stand first for this: That our educational system is an attempt on the part of a great people to educate themselves in all the elements of character that are necessary for self-government.

Second, in order to do this there must be lodged somewhere in the public school the power to enforce law and compel the lawless and recalcitrant to obey the law, for one that has not learned to obey the law has not learned to exercise government.

Third, I believe in the right of the state to use every instrument which experiment has shown advantageous for the development of character.

Tom and his Teachers.

By Bishop John H. Vincent, Chautauqua.

Tom, the average American boy, has many teachers besides professional ones. Father's remarks at the breakfast table about the abominably weak coffee, the way mother speaks to the servants or talks about her callers of the afternoon before, have a great influence upon Tom. The pictures in the home, the circus posters, the theater bills, are all educators for good or bad. I think the time is coming when the women of our cities will go in a body to the municipal authorities and demand that the outrageous caricatures be torn down. The architecture of the school-house, the tones of the teacher's voice, the atmosphere in which Tom sleeps may determine the motives of his life. I shall consider some minor matters which Tom's teachers must teach Tom, and some radical lessons which are quite as important. First among minor matters, Tom should be taught to think on his own hook, to exercise his own judgment. He must acquire the faculty of formulating premises and drawing his own conclusions from them; the power of saying and doing the right thing at the right time. When he has learned to find, without hesitation, a practical answer to meet an emergency, he has advanced farther in his education than he would have done by the memorizing and recitation of whole chapters. Common sense is not born in a boy; it must be developed.

Tom should be taught to observe the realities of nature and of life. He has native power for such observation, and it ought to be cultivated. Then, too, he must learn to report accurately what he sees. There is an ethical principle at the basis of all study. Tom's teachers should teach him to report what he sees in good English; and in this work they need the co-operation of the parents. Tom should learn to be an altruist, to take other people into account in the ordering of his daily life, for the habit of unselfish living is the corner stone of all that is valuable in culture. He should have reverence for old age, whether it is clad in broadcloth or in linsey-wolsey.

Now for the radical lessons which Tom must learn. He must be taught to consider himself a person and not a thing, a cause and not an effect. There is current an idea which receives its support from weak fiction, cheap lecture platforms, and even from shabby pulpits,—the idea that men are the creatures of circumstance and environment, that evil tendencies are the result of the choice of a great-grandfather. Tom must learn that he is in the world for the purpose of overcoming heredity, breaking through environment, and putting circumstances under foot, and he must stand a man, not a thing. I take great stock in a boy who is courageous enough to assert his principles in spite of 'the fellows'; such a boy is a power and not a piece of putty.

Knowing that he is power, Tom must be taught to be independent and to earn his own way. And this applies to girls as well as to boys. I detest tramps, rich and poor. When Tom has learned to be independent himself, he will respect others who have to earn their own way in the world. Again, Tom's teachers must teach him that he, being a power and independent, should not forget the law of interdependence. That

is why I like the public school. It brings future citizens together on an equal footing. It is a good thing for broadcloth and homespun to sit side by side; it doesn't hurt homespun, and it does broadcloth good.

Tom's most effective teacher, when the boy is between the ages of 14 and 21, is the man for whom he works, and who pays him money. Here Tom's parents have a responsibility. They must choose his employer wisely. Finally, I would say, never give Tom up. If his teacher is cross and sarcastic, take up a missionary collection and send that teacher to the north pole. Remember that some boys do not mature until they are 25, and some men have astonished the world at 50. The stupid school boy of to-day may be the valedictorian at college, the statesman of future years. Again I say, never give Tom up! Good night.

Intellectual Needs of Rural Schools.

By Prof. David L. Kiehle, University of Minnesota.

"The most attractive part of any civilization is the material instruments which it has devised and which are indispensable to its progress. This is equally true of our part of our civilization which is included in our school system. We have school-houses, in beauty, comfort, and healthfulness such as the world has never before seen; we have text-books, which in elaborateness, simplification, and taste excel all before them; we have apparatuses that present in distinct form and for separate study, every form, every phenomenon, and every principle known to natural science; we have organization, systems, and methods all elaborately wrought out and offered for use.

It is assigned to this part of the general discussion of the Rural School problem, to consider what is necessary to make all this material effective in the proper education of the children of rural schools; in other words, what intelligence is required to wield these instruments of education, and what spirit must be embodied in this material mechanism in order that it may serve its purpose. We must begin by calling to mind the purpose of education and what in its application to rural schools it ought to accomplish for them.

A most marked separation exists between rural and city life. The latter is based on social relations. Its spirit is interdependent and co-operative. The former is based on the soil, and its spirit and tendencies are largely mechanical in occupation, and socially segregating and independent. It is the most difficult of all undertaking in education to enable each individual to live his own best life, within the limits of his subjective and his objective environment. The natural tendency is to fix upon some accepted and traditional standard, to expend all energy in readjusting one's personal characteristics, and in escaping one's surroundings in order to be what another is. Hence, the poor covet wealth, the wealthy covet nobility; the mechanic would be a professional man, and the boy on the farm would abandon the farm for what seems to him the paradise of city life. Educational systems have contributed their full share to this mischievous tendency, having done much in educating our youth away from their native environment without educating them into another. The school represents some ideal of social life that is accepted as worthy the ambition of the cultivated and governing classes; hence, the schools set the fashion, and what the schools do not recognize is implied unworthy.

In our city schools we have made great progress in broadening our curriculum of education, by which we undertake to prepare each individual for a successful and contented life in his particular environment,

whether industrial or professional, whether as employer or employee. But in the country and in the interests of agricultural life we have just entered upon this phase of our educational problem. One district school is an ungraded arrangement of matter and method adapted from the schools of the city. The governing impression seems to be that the country is but a suburb for a sort of probationary life for the paradise of the city, and the country school a trial school for the teacher who hopes for promotion to the grades of a city. But the worthier view, and that which has inspired this discussion, is that it is an independent life of itself, as dignified and as worthy of ambition as any other, and accordingly that its education should be organized and conducted in its interest, in the application of all facts and laws of science, economics, and ethics for its improvement. Thus far, the most valuable contributions in this direction have appeared in those forms of education belonging to adult life.

Prof. Kiehle spoke of the various functions performed by agricultural colleges and schools and farmers' institutes, and said that it had been the universal rule that children were served last. The first intellectual need of rural schools, is a curriculum of study, furnishing material and methods natural to the life of the students; the second need is that upon which the efficacy of all else depends—the teacher. The qualifications of a rural teacher ought to be, he continued, first, aspiring intelligence and character, second, that he represent in himself and his teaching the dignity and honor that attach to the occupations of country life.

In conclusion, Mr. Kiehle said: "To discuss the obstacles that beset this movement would take more time than belongs to this paper. However great the difficulties to progress, they are disappearing. The great intellectual and political movement that has begun in the country and has already made itself felt in higher education will soon apply itself to the interests of its common schools, and will require a corresponding consideration of this important and peculiar department of our educational system."

The Aesthetic Element in Education.

By Dr. John Dewey, University of Chicago.

Dr. Dewey opened his talk by declaring that the emotional side of education had come to be thrust in the background, and the main effort is to develop the intellectual side of the individual alone. Continuing, he said:

"The Greek conception of education was exceedingly one-sided in emphasizing the emotional side of education, and it remains to be seen whether the modern scheme is not equally one-sided in the opposite direction. Our national characteristics are said by our foreign critics to bend our ideas in this direction. The Anglo-Saxon, they say, is naturally hard, inflexible, and unsympathetic, and that this is borne out in the plan of our education. The present question is whether this tendency, for such it undoubtedly is, should not be counteracted. The typical American business man may have great executive powers, extraordinary force of character and may accomplish great things for society, and yet be an extremely disagreeable individual to live with. The whole idea of the greater emphasis of the æsthetic in education, is to make the individual of this type, together with all others, more companionable, more quick to respond to appeals on the sympathetic nature.

"The chief demand made by the average critic of education is that the fundamental training be completed first and the æsthetic elements be supplied last. This is the result of a distorted conception of the educational idea, that the æsthetic is a fancy addition, one of the

"frills," as it is sometimes characterized. There is a large class among the students and pupils of the schools who have the sensibilities too highly developed, and they may, and often have, higher conceptions of duty and higher moral ideas than others, and yet accomplish but little in actual life, because of their extreme sensitiveness. They must have numerous buffers between their feelings and the work to be done. This type is often the product of the New England Puritan system of education and life. This class needs development as much or more than the dull and thick-witted. They should be inured to the buffetings of the world, as well as the senses of the thick-witted sharpened."

Æsthetic Environment.

By Mary E. Nicholson, Indianapolis, Ind.

"The influence of environment," Miss Nicholson said, "is so subtle and so far reaching that it is one of the most important things to receive the attention of the educator. Everything about the school-room should be placed with the greatest care and the decorations of the school-room should be planned with the purest taste. Every article should be selected with an eye to beauty and utility alone, and the two, when possible, combined. Dancing should be given more attention in the education of young children, in order that command of bodily movements may early be attained. Children should be taught to dance together, and the figures should be simple." Turning from the subject of art proper to that of architecture and literature the speaker expressed the belief that architecture of the several Greek temples should be studied and its significance learned, and the great plays of the Greek literature studied in translation.

Methods of Teaching Number.

By Sarah C. Brooks, Supervisor of Primary Education, St. Paul, Minn.

Every method employed in elementary instruction, to be accounted pedagogically correct, must fulfil at least two conditions:

First, it should correspond in its development to the mental development of children, thereby following a natural order, and thus arousing spontaneous activities and interests.

Second, its results in mental development should be commensurate with the time and effort expended by teacher and pupils.

Applied to present generally prevailing methods of teaching number, these tests prove, beyond question, their failure to meet the standard requirements. In fact, experts freely declare that, in some respects, these methods have little to commend them over the old custom of leaving the matter of number development to chance until the second or third year of school life, when the child was supposed to be able to master the contents of a text-book in elementary arithmetic.

It was from thorough conviction of the foolishness of this custom that teachers accepted, with enthusiasm, a method which seemed correct in logical development, and at the same time afforded free use of concrete material in development of the number idea. Here was something tangible; something so clear in its arrangement as to indicate the "how" while unfolding the "why."

Of late years, however, attention has been turned from the sole consideration of matter to be presented to a study of the child whose mind is to be affected for good or evil by methods in vogue; and one conviction arising from this study is that no method can be effective which is not based upon the natural order of

mental development. Other than this is cold reason, which is in danger of extinguishing the divine spark of natural enthusiasm.

The growth of the kindergarten has likewise contributed to a clearer insight of this as to other kindred matters. The agreement of method with the natural tendencies and interests of children is everywhere manifest in the good kindergarten, proving the theory of its founder to be based upon a profound knowledge of child nature.

Passing from the primary to more advanced grades, the introduction of extra subject matter into the course of study through the influence of recent pedagogical activity over the value of correlation of studies, there is a general demand for a re-arrangement of topics in arithmetic, in order that time may be saved, and the best work be done by dispensing with all matter not essential to a perfect development of the subject. The questions in Indianapolis last winter were, "What shall we omit?" "What shall we retain?"

From existing indications, the times are ripe for a general readjustment of arithmetical method and subject matter. It is therefore safe for us to turn our faces toward the light and inquire: How much is correct in what is now being done? Where is the existing evil? What shall be adopted to fill the place of that which is to be omitted?

From two or three centers of interest, within a limited territory, a few students have been selected to answer these questions. In view of the valuable services already contributed by these diligent seekers after truth, and their co-laborers, the officers of the elementary section feel that no apology is needed for the limited territory which they represent.

Elementary Mathematics and Education.

By L. W. Colwell, Principal Carl Von Linne School, Chicago.

1. Education must develop thinking.
2. Thinking is rooted in sense-experience.
3. Out of attention to sense-experiences comes classification, generalization, conception, perception of relation.
4. Comparison—the characteristic act of intellect—dissociates meaning from presentations or representations, and furnishes insight.
5. The nature of thinking indicates a method of teaching mathematics.
6. Failure of counting to furnish insight into mathematical truth.
7. Unity of the thinking process. Mathematics does not require a kind of thinking that is peculiar to itself. It requires the qualitative element as well as the quantitative.
8. Purpose of mathematical training—to induce judgments of relative magnitude—is dependent upon the comparing of geometrical magnitudes.
9. Abstract work and accurate imaging.
10. Gradual approach to the accurate apprehension of equality, which is the fundamental notion of mathematics.
11. Comparing certain magnitudes:
 - (a) The ratio 2; its reciprocal.
 - (b) Universalizing.
 - (c) The ratios 3 and $\frac{1}{3}$. Reciprocals.
 - (d) Common measure.
 - (e) Ideality of ratios.
12. Necessity of two terms clearly apprehended in every comparison.
13. Number names applied to the terms compared.
14. Illustrative problems:
 - (a) Given the two terms, find the ratio.

- (b) Given one term and a ratio, find the other term.
15. Motor activity as a means of culture.

Arithmetic.

What to Teach and What to Omit.

By Wm. M. Giffin, Chicago Normal School.

The teacher should keep in mind the fact that "number is an exact mode of limiting single things, lines, areas, volume, bulk, force, weight, time, and commercial values by units or exact standards," and should present conditions making it necessary for the child to exercise his judgment in these directions.

When dealing with an object, the child's estimate of its length, area, volume, bulk, etc., should first be obtained, after which the exact measurement may be given. The value of such exercises cannot be too much emphasized.

A number should be so presented, that is, when applying it, the teacher should so use it to enhance the work in hand, that a child will necessarily see it (a) divided into a number of equal numbers (division); (b) into a number of equal parts, to find the number in on part (partition); (c) into any two numbers, one of which is to be known (subtraction); (d) also to see any number of numbers that united will equal it (addition); (e) the equal numbers that united will equal it (multiplication). Have it compared with any number greater or less than itself. "The more the mind is exercised in numbering, the less drill is necessary."

The metric system of weights and measures should be taught with the old method as often as possible, in the grades, but independently, i. e., the meter as a meter, and the yard as a yard, each as a unit by itself.

Embrace the opportunities that are constantly presenting themselves, which make the child feel the necessity for number. When any opportunities occur that require a process unknown to the child, stop right then and there to teach the process, and do it so thoroughly as to fix it for all time. For example, some question may arise that will require the finding of the difference between 248 and 199. A child does not know how to proceed to get this difference. Nothing remains for the teacher, then, but to present conditions that will make it possible for the child to discover how to proceed. No matter what the subject may have been, it is to give place to the number, until the process has been thoroughly mastered.

In percentage, discard all superfluous terms, rules, formulas, and sub-divisions. Present conditions making it possible for the pupils to discover the relation of the part of a number to its per cent. The first lessons in each subject must be oral and from the standpoint of the child.

Use the different modes of expression whenever it is possible to do so. The using of one will frequently suggest the using of another.

In all the grades the comparison of numbers should be a feature of the work: The part one number is or equals of another; the per cent. one number is or equals of another; the ratio of one number to another. Both the teacher and the pupil are thus made to see the truth from all sides, to turn it over, to reproduce it in more than one shape, and to see it in more than one aspect.

In each subject, i. e., Lines, Area, Volume, Bulk, Weight, Time, and Values lead the pupils to discover that they are repeating given units; in Lines, a linear unit; in Area, a square unit; in Volume, a cubic unit, etc.

There will be no SCHOOL JOURNAL issued on July 31 and August 7. The next number will be under date of Aug. 14.

Discussion.

By Flora J. Cooke, Chicago Normal School.

In Dr. Giffin's paper the following points were selected for further discussion:

1. Can the necessary standards of judgment—units of measurement—as the foot, pound, square inch, quart; in lines, weight, area, volume, time, etc., be adequately acquired through actual use in the planning, making, comparing, judging, estimating, and verifying constantly demanded in accomplishing ends immediately desired by children, i. e., in the making of useful articles or in connection with their science or history work?
2. If number is treated as a means of clear picturing, and no time or lessons are devoted to it as an end in itself, can the children master all within the number limit set for them in whole numbers and fractions in all the fundamental operations and practical processes of arithmetic?
3. What should fix the number limit for a given grade? In how far should the images necessary for the children to gain determine it?
4. What place has drill in such an outline of work?
5. From the standpoint of the children, what should be the test of the value of such an outline as Dr. Giffin has presented?

"The New Arithmetic,"

Of the late John H. Tear, Chicago.

By Henry C. Cox, Chicago.

It is claimed that this new theory recognizes the true nature of number; that it supposes number to be a mental process, not an objective fact. It criticizes the custom of treating the symbols of number as though they were number. It takes the definition given by Sir Isaac Newton as true: "Number is the abstract ratio of one quantity to another quantity of the same kind." If number is a ratio—an abstract relation—it assumes the mere placing of groups of objects within reach of the child, insufficient to insure for him insight into numerical relations. To see ratios one must make comparisons. The child must deal with magnitudes if he is to see these relations. One must begin when the child really is, not when we would like to have him; for his growth in ideas must be a growth in actual experience.

The growth of the power to form definite quantitative relations is a slow one, and the method must recognize that to be true. The child must deal with wholes, and from these deduce the parts, and not be given the parts out of which at first to construct wholes. Analysis-synthesis; not synthesis-analysis.

The dealing with uniform objects has led to the habit of counting, the ill effects which appear in all the grades.

We have emphasized the "how many" phase of number and lost sight of the "how much." The function of number is to determine the "how much" of quantity. There is no mathematics in mere counting. There must not be confusion of the difference between seeing the relation of two specific quantities and realizing that relation, independently of these quantities. The ideal is not to teach number, but to develop the child. The child is not to learn number, but self-control. The teacher can provide conditions; the child must do the work.

The natural order of growth in this work is, first, inexact quantitative relations; second, exact relations of quantity; third, quantitative relations expressed in mental images; fourth, ability to free the relations from the terms compared, and apply them anywhere. When

the fourth stage is reached the child is ready for the solution of problems.

Every simple problem gives one term and a ratio to find the others; or two terms to find the ratio. Any complex problem may be thought as a series of simple problems.

Imagination in Arithmetic.

By Frank H. Hall, Jacksonville, Ill.

Imaging, as the word is used in this paper, is producing in consciousness pictures of absent objects that have at some time been present to sense.

Imagination is such re-arrangement of these pictures as will give that which is new to the mind in which they exist.

Arithmetic deals with the relations of magnitudes.

Most of the magnitudes considered by the student are, from necessity, ideal. Therefore, the pupil must be early led to image magnitude.

Moreover, of the many ideal magnitudes considered by the student of arithmetic, few are images; the many are the products of what Dr. Dewey has called the mechanical imagination. Hence, imaginative activity is a *sine qua non* to progress beyond the simplest beginnings of arithmetical effort.

To employ the pupil for a long time exclusively in the comparison of sense-magnitudes, or of the images of sense-magnitudes when the principal part of his work as a student, and as a practical mathematician must be in the comparison of imaginative magnitudes is, to say the least, misdirected effort. Comparison of sense-magnitudes there must be. Comparison of images of sense-magnitudes must quickly follow, and should receive vigorous attention. Comparison of imaginative magnitudes should not be long delayed.

The mere observation and comparison of objects of sense will not give skill in building with images. It will only furnish the "material." Multiplying the variety of objects of sense is not so important as a preparation for higher mathematical work as is the imaging of those easily provided and the construction of imaginative variety.

Blind children excel in mathematics. They excel, because in the very beginning of their work, their blindness forces them to do exactly what every teacher should require of every pupil in this branch of study; viz., to image magnitude and to build with images. The sense-magnitudes with which they are familiar are few and of small variety; and but little time is devoted to their manipulation. Yet, they are able to bring into consciousness every imaginative magnitude necessary to a high degree of proficiency in arithmetic, algebra, and geometry.

The lesson that comes out of this is, that the normal pupil suffers not so much from lack of sufficient contemplation of the relations of sense-magnitudes as he does for want of more attention to the accurate imaging of magnitudes and the exercise of his power of mechanical imagination in the creation of imaginative magnitudes.

The difficulty with the ordinary pupil is not so much inability to see relation as it is lack of skill in creating the magnitudes whose relations are to be considered. The mistake in the arithmetic classes of the schools of to-day is the constant demand that the child shall see and express relations of magnitudes when he has in mind nothing but the symbols of magnitudes. He is expected to express relation when he does not see relation; and to see relation when he does not see the magnitudes related. The remedy lies not so much in sense-magnitudes—these can find no place in consciousness—but in the cultivation of the power to image sense-magnitudes and to create imaginative magnitudes.

Imagination in Arithmetic.

By N. D. Gilbert, Austin, Ill.

Doubtless no phase of mental activity receives less adequate consideration than the imagination. But it is, nevertheless, the "sole mental power to depend on in the process of teaching."

The comment, then, is not even momentary surprise that mathematics is deeply indebted to imagination in its processes.

Furthermore, there will be at no time any question that the child's imagination is active. The only question is, how it works?

For the teacher to convey to the child's mind, or to lead him to acquire, a given image, idea, thought as part of his available mental capital—"there's the rub."

The very term image confesses the mind's indebtedness to sense-perception. The fuller and richer the imagery, the more readily and strongly does the mind extend its acquisitions and complete the independence of its possession. The first step, then, in dealing with the imagination in arithmetic is to supply the material out of which arithmetical conceptions may be formed. "Arithmetic deals with the relations of magnitudes." A right furnishing of the mind for arithmetical work requires manifold knowledge of many magnitudes gathered from dealing with them in multiform relations.

But for this, I deem observation lessons and illustrative material insufficient, and to a large extent, ill-adapted. As collateral aids, the former are too cursory to suffice. The latter implies a considerable store of images already gathered. Both are deficient, in that they too little call forth that which is the very life of imagery—spontaneous self-activity.

There comes forth here the more positive conditions of such training of the imaging power as will avail for the quick, sharp, accurate grasping of a problem, and of the relations of magnitudes involved; namely, constructive activity working an end worth while.

"An image requires a motor discharge or outlet." Here is the indication of a fundamental need that physical and mental activities be kept in close relationship.

But the end must be a worthy end to the child in order to ensure that centering of activity which is necessary to dissociation of the desired image, to the discrimination of the relevant and essential.

Again, images are tactile and motor, as well as visual—and the motor are, perhaps, most important of all for purposes implied in this topic.

Once more, arithmetic deals with number; number is ratio; ratio is the expression of measurement, the result of comparison of magnitudes; but these are not necessarily or at first themselves measured magnitudes. Thus, arithmetic leads us directly to the point where psychology brought us.

To my mind, then, the requisite training for strong, independent, ready, imaginative thinking in arithmetic implies: At the foundation, constructive work in line of the interest of the child. At first, over-abundant material will be at his command; he will compute the amount he needs and make his requisition accordingly. Meanwhile, out of doors things he loves are forever challenging him with the questions, How many, How much? How high, long, broad? How far? How heavy? For the first two years of school life this is to be the characteristic work—a continual reference to sense-material used for definite construction, and a continual breaking loose from it as the child is able. Thus we begin to grow a habit of looking for the end and viewing the magnitudes involved in their relations. This brings the child into the succeeding years with a good store of images, a varied knowledge of relations, and a right trend.

Letters.

Vertical, vs. Round-Hand Script.

Discussed by a Member of the Writing Fraternity.

"Whatever stiffens the fingers (in writing) causes an undue tension of muscle, restricts the outgoing nervous energy, that must be utterly wrong, no matter what the external product may be. The hand is one of the most important agents of sense-perception, as well as of expression. Over-tension of muscles produces unnatural habits and must react for evil upon the entire sensorium; it means the crippling of brain power."—From Col. Parker's letter to Supt. Brooks of Philadelphia in *The School Journal*, Mar. 13, 1897.

These are words of wisdom that will call out hearty thanks from the great body of penmen and business writers everywhere, and should be heeded by every one whose business it is to determine how school children shall be taught to write, and it is a pleasure to see so able an educator closely in line with the writing fraternity. Penmen and business writers have, from the first, regarded the introduction of vertical writing into the public schools as a misfortune—to the future welfare of the children; but their opinions on the subject have been treated with too much indifference by those who have attempted to fasten the teaching of vertical script upon the public school system. Here comes a warning from a source outside the ranks of professional, business penmen and it ought to bear good fruit in every school-room in America.

Col. Parker says further: "I have never seen any class or pupil writing by the vertical system that wrote without a constrained, unnatural action of the hand." He never will see it. Vertical writing does not call into play "natural" movements of the arm: it is almost wholly a finger-movement process.

But natural, unconstrained hand-action is not what the vertical advocates are contending for, at least, if we may believe what is said by them. Ask principals, department teachers, who teach vertical why they prefer it to natural, slant writing and the majority will tell you—"Because the children write plainer, it is easier for us to read, etc." Such has been the invariable reply. Is this the broad, comprehensive view to take of this matter? Are schools established and maintained for us teachers, or for the pupils? Shall the pupil be made to write to suit the teacher's convenience, or shall she (or he) teach the pupil in the best possible way? That is the real question. A system of writing that has no broader basis to rest upon than that it produces writing "easy to be read," makes a machine of the pupil, sub-serves the teacher's convenience, and not the pupil's best interest. He has a right to be taught in the best way, and this looks to his welfare and interest beyond the school-room, to the time when he must sell the product of his school training. The pupil's interest comes in for first consideration. The teacher's inclinations and preferences are secondary. The horizon of good teaching of writing extends beyond school-room demands. To say that a hand "easy to be read" is all that many pupils will ever need does not meet the question. Teaching an easy-to-be-read-finger-movement hand does not provide for that large portion who will need to write unhampered by any "crippling or distortion of the physical agents" when employed in commercial houses, offices, etc. A method that provides for the training and development of all pupils is the one to teach. A method that will give a style as "easy to be read" as any vertical can possibly be, and which does not restrict "outgoing energy" and natural arm movement, is certainly the best to follow.

LEGIBILITY—UPON WHAT IT DEPENDS.

The main argument for the introduction of vertical script is that it is more legible than any other. This is not true. Round hand, medium slant is just as legible as any vertical and it has no "out" about it as to movement.

The making of lines vertical is not that which renders

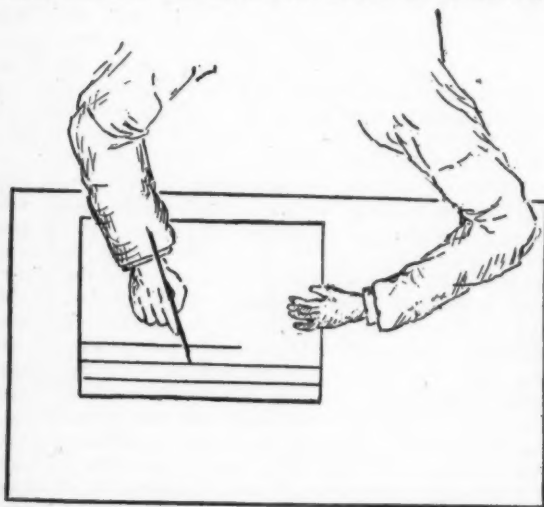
script legible. Legibility depends upon other factors, the chief of which are full turns, short loops, and capitals. A simple illustration will show this as regards the small letters. Here is a word written in three different styles. The first word represents a style taught for a long time in a certain

run 1
run 2
run 3

New England State normal school. It ignores turns in and between letters. It died unmourned, and the upright style has been gained in "legibility" as seen in the second word? Setting up the main lines to the vertical position how much has been gained in "legibility" as seen in the second word? Not a particle. In either case the word may be taken for "run" or "rim." It cannot be called the best legible writing. The combinations "in, un, im, ni, nu, etc" are very frequent and must be clearly written to avoid uncertainty. In the third word is seen perfect legibility; it cannot be called anything but "rim" and it needs no dot above the "i" to determine its identity as would be in either of the others. What has lent legibility to the third word? The full, rounded turns. These give "rotundity" to the letters and clear separations between the letters. But some vertical advocate may say—"Can't we have rounded turns in vertical script?" Certainly, but your words are no more legible than medium-slant, round hand—and must be written in a "constrained, unnatural way," as Col. Parker says; by dragging the hand, while the slant style lets the hand slide along naturally—a great difference in favor of the latter.

POSITION AT THE DESK.

The easiest position at the desk allows the left arm to rest upon it while the right arm swings easily to the right from the shoulder. (The two forearms form nearly a right angle.) The cut here given shows the relative position of arms, paper, and desk. Resting the left forearm on the desk, turns

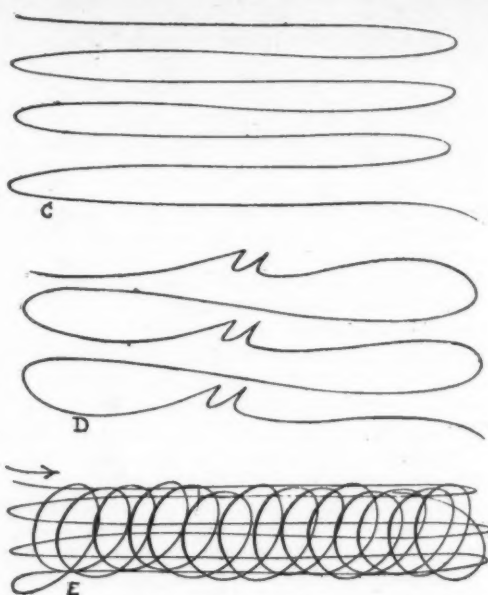


the left side slightly to the desk, though the position is essentially a front position.

If the edge of the paper be kept parallel to the front edge of the desk the slant will be medium. Penmen do not quarrel about slant. The chief thing about it is to have it uniform.

MOVEMENT EXERCISES.

From the first, pupils should be drilled in simple arm movements, and the foundations laid for a style that looks beyond the school-room standard that is "easy to read." Here are specimens.



Do you recall seeing such arm-freeing exercises in vertical systems? I do not. Only single lines of letters are given for movement practice; no continuous, flowing movement from left to right and return that brings the arm into full play. A fair hand-writing with command of the arm when a boy quits school is much more valuable than the plainest, half-written, half-printed hand, without command of the arm.

Vertical writing sets the little ones to work with their fingers and keeps theme there all through. It is wrong and denies them what is due to them. Don't teach into or toward finger movements, but teach away from and out of it from the beginning. There will be enough of it in the best method of teaching without courting it and catering to it by writing the vertical style. "Experimenting" with young children in vertical writing when they ought to mercantile life is bad business—for the children, however much it may please school officials.

Progress in Washington.

Seattle, Wash.—Although many additional rooms have been added to the school buildings, during the last year, the increase in population has necessitated the renting of rooms outside. Boundary lines have been changed, which made it necessary to transfer 1,803 pupils, a change which naturally impeded the progress of the schools. In considering the problem, how to shorten the course of study, Superintendent Barnard finds that the only solution is to classify pupils strictly according to abilities and qualifications, and then to allow them to master the "quantity" (the course of study) in such "time" as they can do the work well. Supt. Barnard would divide a grade of eighty pupils into four divisions of twenty pupils each, classifying them strictly according to their abilities. To one teacher he would give the first and second divisions, to another the third and fourth. Teacher and pupils should understand that while the course of study is constructed upon the theory that it takes one year to complete it, if a pupil can do the work thoroughly in less time, he may enter at once upon the work of the next year. This means daily promotion and progress must be constant. In schools where there are more than two teachers to a grade, classification may be made still more thorough by having more divisions in each grade.

Much interest has been created in the higher primary grades by the introduction of new supplementary reading matter. Nine different sets were selected, one for each building, thus an opportunity for frequent change of reading matter is afforded, at a minimum cost.

Physical culture was introduced into the schools at the beginning of last year.

The subject of school-room decoration has received some attention. The board of education agreed to give each teacher ten dollars, conditional upon the pupils raising five dollars. Pictures were purchased and framed, and other articles were added to the rooms. Several entertainments were given by the schools during the year, as a means of raising money for the purchase of books, pianos, and pictures, and \$1,075.70 were raised in all.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING JULY 24, 1897.

A writer in the "Popular Science Monthly" for June, in considering the relation of suicide to the environment, makes the statement that suicide and education increase at an equal rate. He states further the alarming fact that of late child-suicide has been greatly on the increase, and in those countries where so-called education is most rigorously forced upon children, there child-suicide most frequently occurs. Is there not, right here, a little food for thought on the part of teachers? As they are obtaining that rest which is so needful for the *sana mens*, is it not worth while to give a little consideration to the question of how next year's work may be so arranged and so conducted that there may be the greatest gain with the least nervous strain to the children? If, as the writer in the "Popular Science" says, to increase the strain to just below the collapsing point only serves to fill the world with nervous, morbid beings, the aim of next year's work should be to cut down that strain to the very lowest point.

Machine teachers constantly mistake means for ends in education, and it is a vital mistake. They see geography is used, and they forthwith excel all in the thorough drill in names. They see arithmetic is taught, and they harp unceasingly on the rules. They do all but *teach*—that is too fine an art to be learned by but few, after all.

Meanwhile the mistake goes on. One uses the "fundamental branches," so-called, as stairways up which his pupils climb to an education; the other uses them as things good to know to use in business. How surprised are many teachers to find that their pupils will study no more when they have finished with them!

The best educated are those who have learned to how to educate themselves, and who are filled with an interest in self-improvement which does not cease after they have left the school, but moves them onward and upward. The school which has given the pupils ideals has done more than the one which has given them ideas only.

A Valuable Lantern Offered as a Prize.

The School Journal wishes to remind its readers of the prize that was offered in the February number for the most practical article on "The Use of the Stereopticon in Teaching," the prize to consist of the "Normal School" lantern, made by J. B. Colt & Co., New York city.

The lantern is sold for \$100; it is a perfect projector, and can be used both for pictorial illustration and for simple experiments with comparatively few adjustments. It has the best quality of condensers and condensing lenses, and there is an incandescent electric attachment. If preferred, acetylene gas can be used, with burner and hood, in place of the electricity.

As it is desired that competitors give a clear and concise treatment of the use of the stereopticon in teaching, the length of the article is limited to 2,000 words. Any articles not securing the prize that may be helpful to the end desired, will be published in *The Journal* at regular contributors' rates. All manuscript should be sent to the editor of *The School Journal*, 61 East 9th street, New York, on or before Aug 1, 1897.

THE SCHOOL JOURNAL publishes fifty numbers a year. There will be no issues on July 31 and August 7. Subscribers will receive their next copy on August 14.

Editorial Letter.

ENTERING INTO SWITZERLAND.

The three Italian lakes, Como, Lugano, and Maggiore, have a world-wide reputation for picturesque beauty. We reached Arona on Maggiore by rail, and here took a steamer to Pallanza: this is about one-third of its length, and is considered its most beautiful part. Americans deem Lake George their finest lake, and it is certainly an exceedingly beautiful sheet of water; but these three Italian lakes possess features of picturesqueness that place them beyond any others in the world. Their location has much to do with this. They are in valleys formed in the foothills of the Alps, which lie to the north, and thus there is an indescribably beautiful blue haze above the water and the shores. The water in the south end is blue, but up in the north end it is green. We left Pallanza by omnibus for Gravelona, and there took the train for Domodossola, which seems to lie right under the precipices of the mighty Alps. We had been told of the poor beds at the hotel Paste, but it was eleven o'clock at night, and there was no escape. We, too, could say in the morning, "The meanest hotel encountered in Italy!" The first thing in the morning was to study the skies; they seemed favorable; the next to masticate a hard roll, partly sour, drink a concoction called coffee, and hurry to the diligence. I had telegraphed to reserve the outside seats on the top, called "banquette," in order to get good views as we passed over the celebrated Simplon road into Switzerland.

The day was clear and cool; we were already a thousand feet above the sea level, and as we inhaled the fine mountain air we began to forget the heat and dust of Milan. Five horses were attached to the diligence; the driver snapped his whip loudly, and away we went, following up the Tosa to a tributary named Doveria by an excellent road; we crossed the stream by a bridge 100 feet high; we passed through a tunnel at Gondo 700 feet long, with an inscription informing us that it was made by Napoleon; we passed the boundary of Italy, a granite column, and in four hours we were at the village of Simplon, where we changed horses and dined.

Simplon village is 4,800 feet above the sea, the height of Mount Dix in the Adirondacks. The excellence of the road surprises an American who is not accustomed to find everywhere roads as good as those in Central Park. This is the road laid out by Napoleon, in 1800, and which required five years for its construction. We spent an hour at this village, and then drove on what might be termed the summit plateau, past the old hospice, but rising yet until we attained a height of 6,600 feet, and then began to descend, passing the new hospice built by Napoleon, where travelers are lodged, paying what they choose.

We have already passed the Seventh Refuge, and now reach the Sixth, and as we descend on a shelf cut in the steep side of the northern slope of the Alps, we pass five more. These are stone houses for travelers caught in the terrible storms that often occur here in winter. We drove, June 20, in passages made through snowdrifts in several places. The great Rossboden glacier, with its moraine, was on our left; the ice was doubtless 100 feet in thickness. At one point a gallery was built over the road to carry off the water issuing from another glacier high above us on the right. Now we began to descend the northern slope with rapidity, and soon reached Berisal, to pause briefly and continue our downward course, and come to a stop at Brig, forty-one miles from Domodossola.

We selected the Angletterre hotel pension (board, rooms, etc.), 8 francs, and found we were in a small town with 1,000 inhabitants. There is a chateau here built by one Stockalper, who, 200 years ago, did the express business on this Simplon route, and kept armed men to hinder all who interfered; the consequence was that he grew rich. The next noon we took the cars to Visp, and there took a side road that went up the mountains to Zermatt; by this road we climbed 3,000 feet in twenty-two miles, alongside the Visp, taking about three hours. We had third-class tickets, but got into second-class cars—there are no first class—but the conductor said nothing until just as we reached Zermatt, then demanded extra pay. It had begun to rain as we started from Brig, and now it poured down; this seemed ominous to us who had expected

to go up to the Riffelalp and see the glaciers and the wonderful Matterhorn. The storm lasted that night and the next two days; certainly an inch of snow fell. The paths being wet and muddy, we descended, without climbing to the Riffel hotel, 8,430 feet high, and viewing the Breithorn and Matterhorn—the latter 14,705 feet high. A fine view of this was obtained from my window at half-past four in the morning. The early rays of the sun gave it a rosy tint most beautiful to see. The little churchyard contains the graves of several who lost their lives in attempting to ascend to its summit. It looks like a huge Cleopatra's Needle, very different from the usual mountain. Those who have visited all parts of the Alps say one is brought here more quickly immediately face to face with mountain wonders. The reason is, that the Zermatt railroad saves the usual climbing of 3,000 feet; you add 3,000 or 4,000 more and you are in the Alpine world.

Arriving at Martigny, we went to the hotel Mt. Blanc, and the next morning took carriages for Chamounix; it was an eight-hour journey. We rose to 4,250 feet in the village of Trient and took lunch; then descended to Argentiere, where there is a tremendous glacier; then we were in the Chamounix valley. It is twelve miles long, and a half mile wide; through it runs a small river, the Arve; there are high mountains on each side; to the southwest is the Mt. Blanc range, and far up among the clouds one vast mass rises, covered with snow, and we know at once that this is the giant mountain of Europe.

We go to the hotel de France, 8 francs per day, and make ready to climb not to the top of Mt. Blanc, but to the hotel Montanvert, 3,000 feet above the valley; the valley itself is 3,500 feet high. It is this fact that gives the Chamounix its celebrity; you are in a charming valley, and yet you are higher than the Catskill Mountain house; the air you breathe is clear and bracing mountain air. I ascended on foot a path that in three hours brought me to the hotel; here I could look down on a vast sea of ice 200 feet below; it is termed the Mer de Glace, and is made up of three streams, that come from the north side of the Mt. Blanc chain. The glacier is five miles long and one mile wide; in places it must be over 100 feet thick; possibly 500 in places. It moves steadily forward a few feet each year; the end of it comes down into the valley, and as it is warm enough there to melt ice in the summer the River Arve is formed.

The valley has a curious history. A Benedictine priory was established here in the twelfth century; the records tell of the burning of four women at one time for heresy. We cannot help wondering that professed followers of the meek and lowly Galilean could draw from his teaching anything but charity and tolerance; but it has not been so.

The valley belongs to the French; it is a great part of Savoy. The Swiss are a wonderfully energetic and successful people; they live economically, are intelligent, and love their mountains devotedly. They are not broadly educated, but all must read and write, and the study of the English language has been at last resolved upon by the French. It must be said that the people here look comfortable, though they do not have many things which the Americans think indispensable.

A. M. K.

Detroit Elects a New Superintendent.

Detroit, July 10.—Mr. Wales C. Martindale will be superintendent of the Detroit schools for the next three years. The election took place Thursday evening July 8. Mr. Martindale receiving on the first ballot nine votes, Supt. Robinson, five, and Supt. Shives, of Sandusky, Ohio, two votes. Mr. Robinson has been connected with the Detroit schools twenty-two years, half of the time as superintendent.

Mr. Martindale is a native of Detroit and has always lived in and about the city. He is a graduate of the Detroit high school and Detroit Law school. He has been principal of the Williams school six years. He is thirty-five years old.

There seems to have been no principle involved in the turning down of Supt. Robinson and the elevation of Prin. Martindale. There was no issue. There was no educational reform or plan or platform. A pure case of politics in which one man got more votes than the other. Martindale may be a better superintendent than Robinson, but that fact seems never to have been a factor in the canvass and election by the board.

Secretary Chamberlain's annual report shows that the schools cost last year \$1,001,349.43 while the receipts were but \$921,276.68 leaving a deficit of \$57,835.50.

THE SCHOOL JOURNAL goes to subscribers fifty times each year. This means two weeks' vacation for the editors. The next number will be issued August 14.

Topics of the Times.

Business improvement is shown by the marked advance in the stock market during the past six weeks. Although present railway earnings are about one-fifth what they were in 1892, the industry has been favorably affected by the encouraging agricultural situation. Spring wheat is doing well and there will be a larger cotton crop than was expected. The demand for commercial loans has increased, and the call for textile goods is much greater than it was. The cash balance of the U. S. treasury is about the same as it was last year, but there is \$27,000,000 more gold now than there was then.

The new system of electric lighting by means of vacuum tubes seems to have reached the stage of practicability. A large measure of the practical success of this new means of illumination belongs to D. McFarlan Moore, a New Jersey inventor. His device consists of a little rotator, which takes the electric current as it comes from the ordinary incandescent or arc light circuit, and breaks it into pulsations which reach a frequency of 60,000 a minute. When this current is conducted to the vacuum tube it sets in rapid vibration the inclosed molecules of ether and rarefied air, producing a clear, white light like sunlight. In addition to its extraordinary brilliancy, the light is said to be remarkably cheap.

The Prussian chamber has just shown in an unmistakable way that Germany is against the one-man power which the emperor is desirous of establishing. It has defeated the amendments to the law of association bill which would have practically put all political association and expression through public meetings under the supervision of police magistrates, and which would, therefore, have paved the way for the almost complete suppression of public opinion in Prussia. The Liberals believe that this is the beginning of a comprehensive reactionary policy by the Tories, and they are up in arms against it all over the empire.

Dr. S. A. Andree, the Swedish aeronaut, is reported to be ready at Dane's island in the Arctic region for his flight in a balloon to the north pole. For twenty years he has been planning such an expedition, and finally enlisted the financial support of the Swedish Academy of Science as well as the more or less active interest of the International Geographical Congress and other organized bodies. Andree argues that his method of exploration will be easier, safer, and surer than attempting to penetrate the ice-bound country in any other way. The journey to the pole he thinks will take from thirty to forty hours. His desire is to spend thirty days cruising about the central polar basin, and then to return in his balloon toward the inhabited parts of North America or northern Siberia. The Canadian and Russian governments have requested the people in those parts to keep watch for the balloon, report its course, and render assistance, if necessary.

Manual Training Teachers' Meet.

New Haven, Conn.—The fourth annual meeting of the American Manual Training Association was held at the Boardman Manual Training high school, July 1 and 2. Mr. F. W. Mather, of the Boardman school, presiding. The following papers were read: "Theory and Practice of Manual Training," by Gustaf Larsson, of Boston; "Freehand Drawing and Design," by Victor I. Shinn, of the Brooklyn Manual Training high school; "Manual Training for Girls," Mrs. E. H. Richards, Massachusetts Institute of Technology; "The Value of Sewing in Manual Training High Schools," by Miss H. S. Sackett, Pratt institute, Brooklyn; "The Exercise vs. the Complete Model System," Mr. E. G. Bryant, of the Townsend Industrial school, Newport, R. I.; "Electricity as Taught at the Hebrew Technical institute, New York," W. W. Ker.

Inspector James L. Hughes, of Toronto, gave an address on "The Educational Advantages of Manual Training," in which he said that, although Canadian schools had been the first to introduce kindergarten work, yet, owing to the restrictions placed on the management of the schools, they had so far been able to take up little beside some sewing for girls.

There was an interesting exhibit of pupils' work. The Boardman school, the Educational Alliance of New York, and the Boston schools showed some excellent work in dress-making, millinery, etc., while Newport sent an exhibit from its cooking schools. The Baltimore Technical school and the Indianapolis Industrial school had exceptionally complete exhibits. Among special pieces of work should be mentioned a dynamo, lathe chucks, and furniture, from the Boardman school; turning of different kinds of wood glued together, from the Omaha Manual Training high school; and a large galvanometer, from the Hebrew Technical institute, New York.

Mr. Richards, of Pratt institute, was elected president of the association, and Mr. Bryant, of the Townsend Industrial school, vice-president.

Practical Child Study.

Bristol, R. I.—Five hundred and eighty-one boys and girls from all grades of the schools of the city were examined with regard to their habitual sitting and standing positions. The examination showed that when standing 69 per cent. or 400 children had round shoulders and posterior curve; 57 per cent., or 331 children, had one knee, rarely two, bent; 58 per cent., or 336 children, had hips forward.

When sitting, 73 per cent., or 424 children, sat on one foot or on the end of the spine, twisted and bent, or leaned on desk.

The three causes given for these cases of malposition are lack of sufficient muscular training, seating in chairs and behind desks which do not fit, and lack of nutrition and fresh air. A record of the physical habits of five hundred children showed that in almost every case tea and coffee were taken. In order to remedy this last cause weekly talks are given the pupils, and weekly meetings are held for the parents.

In order to remedy the temptation to malposition on the part of the pupils, cushions are used in many cases, and they have proved helpful in supporting the back.

Catholic College for Women.

Washington, D. C.—Ground will soon be broken near the Roman Catholic university for a Catholic college for women. Gwendolen Caldwell is the founder, and it will be managed under the auspices of the university, by the Sisters of Notre Dame. It will be called Trinity College and the first building will accommodate 100 boarders. Students must present certificates of good health and good character, and must be at least 18 years of age.

An Experiment in Pupil Study.

Springfield, Mass.—Principal Atkinson, of the high school, has formed a plan for unifying the work of the lower grades and that of the high school by a system of pupil study in which teachers, both of the high and grammar schools, pupils and parents are to have a part. It is felt by those familiar with the instruction of the high school that there is a loss of power where the pupils change from the grammar grades.

As a means of remedying this defect so far as possible, there will be sent to the principal of each of the grammar schools, a month after the opening of the fall term, a circular letter containing a list of the pupils entering the high school, from his school, together with a set of questions touching upon the character, scholarship, special interests, outside work and home conditions of each pupil. Parents will be asked to answer a set of questions regarding the health, eyesight, hearing, recreation, home study, reading tastes, temperament, and character. The pupil himself will be asked to tell about the number and kind of books he has read, his favorite magazines and papers and what use he makes of the library.

These data are intended simply to help the teachers of the high school in beginning a course of pupil study. Each teacher will try to become thoroughly acquainted with a few pupils beginning with finding out their age, height, weight, sight, hearing, and general health and then studying the temperament, character, ability for thinking, for expression, for memorizing, and the extent of the imagination in each case.

Children's Games.

Pautucket, R. I.—Much interest is being taken in children's games, and they have been played very successfully in the first six grades. Upon inquiry, Miss Taylor, supervisor of physical culture, found that the children of the city had a list of about two hundred games and sports from which to choose. Some of the children take great delight in explaining a new game to the teacher and the other children.

Promotions Without Examination.

Bristol, R. I.—Supt. J. R. Reynolds favors the plans of promoting, at the end of the school year, without examination, all pupils who have maintained an average of 80 per cent. or over, during the year. As this plan calls for a higher standard than is required by the present method, there cannot be much risk in making the experiment.

Gloucester, Mass.—The board of education and the teachers held a joint meeting, at which it was decided to do away with examinations in the promotions of pupils. Hereafter the pupils will be promoted from their class standing.

To Train Teachers.

New Canaan, Conn.—The board of education have made a rule that all teachers who have not received normal training shall pass three successful examinations in the science and art of teaching or in the subjects taught in the schools. Failure to pass any one of these examinations will annul a teacher's contract with the board.

All persons, except those who have had normal training, shall be required to pass a successful examination in Kellogg's "School Management," before being employed to teach in

the public schools. An examination in "School Management" will be held at the Center school on the first Saturday in August.

During the school year monthly meetings of all the public school teachers will be held for the study of the science and art of teaching. The work outlined for these meetings will be *Educational Foundations*. Failure to be present at these meetings or to do the work required, unless prevented by an imperative cause, will annul a teacher's contract with the board. The superintendent is expected to notify the board of the failure of any teacher to comply with the rules.

"The Sun Do Move," in the South.

A teacher in the South recently wrote to a book-publishing firm in Boston asking for "the best proofs of the earth's rotundity and rotation." She said that her work in the teaching of geography was rendered difficult by the fact that some of the patrons of her school still believe that the earth is flat, and does not revolve on its axis. As they teach this to the children, the parents' statement is naturally believed rather than that of the teacher, hence the difficulty.

Organized Child Study in Rhode Island.

State of Rhode Island.—The careful study of children who fail to do the regular work of the ordinary schools in a satisfactory manner, has shown that a large number are defective in sight or hearing or are feeble minded. The system of disciplinary schools, which has recently been established in Providence, has brought to light quite a number of these cases, and the school authorities feel the necessity of making some provision for them. Some proper disposition must be made of these children before many years.

There is a net increase of 33 in the number of schools; 47 has been gained in graded, and 14 lost in ungraded.

The tendency is to greater permanency on the part of the teachers. The greatest increase in permanency is in the towns, and is to be attributed to the towns which have substituted the township for the district system.

The number of pupils per teacher, based on the average number belonging, is 31, or less than last year.

The "per capita" cost, including the regular current expenditures, was \$14.49 upon the basis of school population, \$18.14 on the enrollment, and \$23.23 on the average membership.

Liberal appropriations have been made for school apparatus; the gross amount spent, last year, was almost \$15,000.

Teachers' organizations for the special purpose of child study have been maintained, and new ones have been formed.

No special lines have been pursued; the aim of the various circles being to perfect themselves in the general work of observation and study. One good result to this work is the improvement in the discipline of the schools.

The New Education Spirit.

Omaha, Neb.—A notable feature of the schools of this city is the discipline. While obedience is expected and received, there is a beautiful spirit of friendship and confidence between teachers and pupils. Physical punishment is not prohibited, but is only resorted to when all other means of discipline have proved ineffectual, and it is in disfavor with all the teachers.

The teachers seek the co-operation of the home in all cases of difficulty. When this cannot be secured, an appeal to the better nature of the child usually brings about obedience and orderly behavior.

Freedom of expression is encouraged in the pupils. Teachers are careful to treat the pupils with the courtesy which they expect to receive. Altogether, the policy of the schools is to encourage freedom, and, at the same time, direct it, so that it may not run into lawlessness and disorder.

Personal Notes.

Dr. Richard Smith Bacon, for many years headmaster of the Columbia grammar school, died in New York July 7. Dr. Bacon was graduated from Columbia college in 1856. He studied law in the college, and was later graduated from the College of Physicians and Surgeons. He began his teaching in the Columbia grammar school, under Dr. Anthon, the compiler of Latin and Greek text-books.

Philadelphia, Pa.—Miss Constance Mackenzie, director of kindergartens of the board of education, has resigned her position, and has married John S. Durham, a well-known newspaper man of this city, and a former minister to Hayti.

Reports from Pennsylvania state that in spite of the eleven million dollar school appropriation in many parts of the state terms are to be shortened and salaries are to be reduced. The directors of Middletown have made a reduction of from seven to ten per cent. in salaries; the board at Carlisle has made the salaries for new teachers twenty-five per cent. less than last year, and at New Hope, Bucks county, a reduction of nearly fifteen per cent. has been made.

THE SCHOOL JOURNAL publishes fifty numbers a year. The annual vacation begins on July 25. No papers are published during the weeks July 31 and August 7.

The Ohio Teachers' Association.

The Ohio State Teachers' Association for 1897 opened at Toledo, June 29 with a session of the department of superintendence. President J. W. McKinnon, of London, made the opening address, taking for his subject, "The Practical in Education." In speaking of the practical work of the teacher, Pres. McKinnon said, "The function of a teacher is to train pupils to study; not so much to help them as to assist them in acquiring power to help themselves.

The great lament coming up from all grades of schools, high schools and higher schools is that those who come to them, come deficient, not so much in information as in ability to think and to do work.

There is no knowledge more beneficial, no knowledge more practical for any one to understand than his own powers, and to know how to use them to the best advantage, and for the greatest good. That is true education—the very best training for a complete living, and then for a successful doing.

The subject of "Rational Methods of Child Study" was discussed by Supts. E. P. Dean, Kenton, J. L. McDonald, Wells-ville, and S. H. Layton, Mechanicsburg. Prof. A. J. Gantvoort, Cincinnati, read a paper on "The Influence of Music Study on Character" in which he urged the supreme importance of character, as formed from heredity, environment, and education. He said that a boy cannot be angry and really listen to music. He will pause a moment and then join with others in the song.

The general session of the association was opened at 9 o'clock Wednesday morning, June 30, the first paper being read by Dr. E. E. White of Columbus, on the "History of Education in Ohio for the Past Forty Years."

The first high school in the state, according to Dr. White, was established in Cleveland in 1846. A year later the office of superintendent of schools was established at Columbus. Largely through the efforts of Hon. Samuel Galloway, secretary of state, in 1844, teachers' institutes were organized whose influence led to the formation of the Ohio Teachers' Association.

Supt. M. E. Hard, of Salem, president of the general association, gave the inaugural address. In speaking of the preparation of the teacher he said: "A teacher who is fit for the position cannot fail. He is ready to meet or anticipate the difficulties occurring in the minds of different pupils, and so frame his explanations as to enable each one to see the path out of his own particular dark spot. He is not too selfish or too lazy to endeavor to assist individual pupils without telling them to 'take the book and study it out,' in a tone that is calculated to freeze out every good impulse and to chill every aspiration toward good scholarship, nor does he deem it better to suspend or expel a pupil for every misdemeanor rather than spend a little time and thought and personal convenience in striving to win him over to right doing."

Addresses were made by Pres. C. F. Thwing of Northwestern University, Cleveland, on "Some Aspects of the Higher Education in Ohio, 1847-1897," and by the Hon. Samuel Findley, of Akron, on "The History of the Ohio State Teachers' Association."

Wednesday evening the annual address was given by Pres. T. C. Mendenhall of the Worcester (Mass.) Polytechnic school. His subject was "Weighing the Earth."

The session of Thursday morning, July 1, was opened by a résumé of the work of the reading circle, Mrs. Delia L. Williams, of Delaware, presiding. The secretary, Supt. J. J. Burns, of Defiance, reported 11,000 pupils and 6,000 teachers members of the circle. F. B. Pearson, Columbus, C. T. Northrop, Garrettsville, Miss M. J. Kennedy, Wyoming, and Miss Estelle Avery Sharpe, Fremont, took part in a symposium, subject, "What shall be done to Render the County Teachers' Institute More Helpful?" Mr. Pearson said that an institute should be productive of several results: it ought to afford instruction of such a character as will stimulate systematic research on the part of all; it ought to vitalize and elevate the professional spirit; it ought to furnish inspiration—in short it should be the supreme test of the progress and progressiveness of instructors and instructed. A general discussion closed the symposium, and with reports of committees and some miscellaneous business, the work of the association.

Aside from the general sessions, much practical work was done by the several sections. In the college, section meetings were held Tuesday, Wednesday, and Thursday afternoons. Among the speakers on Tuesday were W. O. Thompson of Miami university, who as president gave the opening address; Pres. William F. Pierce, Kenyon college, subject, "Has Psychophysics a Place in the College Curriculum?" Prof. George A. Hubbell, Antioch college; Prof. George H. Young, Wittenberg college; Prof. Emma Maud Perkins, College for Women; Pres. James H. Caulfield, Ohio State university, whose subject was, "How Far May Post Graduates Be Employed as Instructors?" and Dean J. H. Chamberlain, Marietta college.

In the kindergarten and elementary section the president's address was given by Miss Annie Laws of Cincinnati. Mr.

William C. Skinner, superintendent Toledo university and manual training school, gave an address on "The Manual Training of to-day; Its Place and Relation to the Public School." The chairman of the kindergarten round table was Dr. Mary E. Law, of Toledo, the subjects considered being stories, color, occupations, programs, child study.

In the township superintendents' section, papers were read by Supts. E. B. Thomas, Castalia; William J. Dunn, Lancaster; F. C. Hubbell, Alpha; L. D. Hill, Milton Center; L. P. Cartney, Hubbard; Martin A. Tuttle, Painesville; Charles W. Gayman.

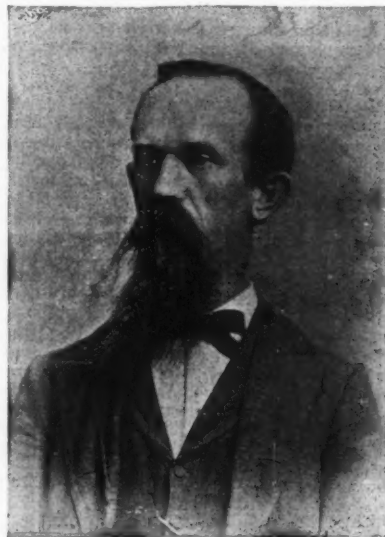
The music teachers' section, presided over by Pres. Gantvoort, enjoyed on Wednesday a discussion of the "Supervision of Public School Music," considered from the standpoint of the superintendent, the regular teacher, and the music supervisor. On Thursday there was a round table discussion in which several music teachers of the state took part.

The meeting of the society of Psychological and Pedagogical Inquiry was held Wednesday afternoon. Pres. E. S. Cox of Sidney said in concluding his address that the one thing needful in teaching is the atmosphere of the best modern thought, the freedom and flexibility of intelligence that comes from contact with great minds. Given this and we shall drop our pedantries and stock notions and become real thinkers and investigators and contributors to that science of education which is as yet only a possibility. C. S. G.

The Rural School Problem Discussed.

Waco, Texas.—The State Teachers' Association was addressed July 1, by State Supt. J. M. Carlisle, on "Rural School Organization." Mr. Carlisle favored the establishment of the county as the unit of supervision, each county having a school population of 2,000 to have a supervisor. He believed that the county schools and city schools should be under the same superintendent, where the county was sufficiently small to admit of this.

At the same session, Supt. W. S. Sutton, of Houston, gave an address on "The Rural School Problem."



STATE SUPT. J. M. CARLISLE, of Texas.

Diseases Among Pupils.

The first quarterly report of Dr. Blauvelt, chief medical school inspector, shows that altogether 14,346 visits were paid to the New York schools. More than sixty-three thousand children were examined, some over four thousand being excluded from the school-room. It appears that parasitic diseases of the head were most prevalent, 443 such cases having been discovered among grammar school pupils alone. More than seven hundred pupils were excluded for having contagious diseases of the eyes; 175 had skin diseases of various kinds; there were 167 suspected cases of diphtheria, in 91 of these instances the disease really developing. Children of the number of 88 were thought to have measles, though only 51 cases really developed. Scarlet-fever, croup, whooping-cough, and mumps excluded 260 more.

The Next issue of THE SCHOOL JOURNAL will contain reports of the great educational conventions at Milwaukee and Montreal. That will be under date of August 14, as no numbers are published on July 31 and August 7.

Brief Notes of Real Interest.

Newtonville, Mass.—On the evening of June 29 a meeting was held in the parlors of the Central Congregational church to form an "Education Society" similar to the one which has been in existence in Brookline for the past two years. Ad-



SUPT. S. T. DUTTON, Brookline, Mass.

resses were given by Dr. Walter Channing, first president of the Brookline Society, and by S. T. Dutton, superintendent of Brookline schools.

In Japan education is compulsory, all children being compelled to attend school. The mornings are given to study, while the afternoons are devoted by the boys to work in shop and gardens, by the girls to sewing and the household arts.

Columbus, Ohio.—Vertical writing will be introduced in the primary grades of the public schools this fall. It will not be employed in the higher grades on account of the difficulty on the part of the older pupils of "unmastering" a system already learned, but, by starting in the lower grades, in the course of a few years it will be in use throughout the schools.

Ten vacation schools under the management of the "New York Association for Improving the Condition of the Poor" were opened July 12.

Cambridge, Mass.—Prof. George M. Lane, Emeritus professor of Latin at Harvard who recently died, was one of the oldest and most highly esteemed instructors of the college. He was born in Charlestown December 24, 1823, and he was graduated from Harvard college in 1846. He studied later in Göttingen, where he received the degree of Ph.D. He was appointed professor of Latin at Harvard in 1851, where he continued to work until 1894. Prof. Lane did much valuable work with his pen, among other things co-operating in the production of Harper's Latin Lexicons.

Books.

The Hoosier Poet's "Child World."

With all that there is of the artificial in life, when so much must be said and done for mere appearance's sake, and because the world demands it, it is with a feeling of restfulness that one turns to that which is simple and natural with James Whitcomb Riley in his new book, "A Child World." We can go back to our own boyhood days, and by means of his memories, recall much that was long since forgotten. With him, we live again those sunny days, when birds, flowers, mud pies, and forenoon lunches made up our own "child world."

And what was it like—this home of the James-Whitcomb-Riley boy? Well, it faced

"To southward, broad, and gaudy fine,

With lilac, dahlia, rose, and flowering vine,"

and behind it was the old woodhouse, on whose wall hung a little jack plane, with which were turned out

"Countless curls and loops of bright,

Fine satin shavings—rapture infinite!"



O wonderland of wayward childhood! What
An easy, breezy realm of summer calm
And dreamy gleam and gloom and bloom and balm
Thou art!—The lotus land the poet sang.
It is the Child World while the heart beats young.

FROM A CHILD-WORLD Copyright 1896
JAMES WHITCOMB RILEY'S New Book of Poetry Bowen-Merrill

Thomas's History of the United States.

"The most serviceable single volume on the whole period of United States History."

—EDWARD G. BOURNE, Prof. of American History, Yale University.

"As a book to be taught, to be studied, to keep for reference, it deserves much praise."—A. B. HART, Prof. of American History, Harvard University.

"A thoroughly good piece of work. I shall recommend the book."—P. V. N. MYERS, Dean of the University of Cincinnati, and author of several histories.

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D. C. HEATH & CO., Publishers, - BOSTON, NEW YORK, CHICAGO.

The child who has watched martins flying in and out of their house all day long and has listened to their noisy disputes that are, apparently, never settled, can appreciate that cutest "martin box!"

"Made like a sure enough house—with roof, and doors,
And windows in it, and veranda floors,
And balusters all 'round it—yes, and at
Each end a chimney—painted red at that;
And penciled white, to look like little bricks;
And, to cap all the builder's cunning tricks,
Two tiny little lightning-rods were run
Straight up their sides, and twinkled in the sun."
Of the inmates of this Indiana home, there was,
Johnny, "the oldest, and the best, perhaps,
Of the five happy little Hoosier chaps."

Next came Bud, "the little tow-head brother," freckled of face, and whose big, blue eyes were bulged "still bigger and bigger" at tales of giants, trolls, or fairies. Then Maymie, "the kind of child at play that 'gave up' for the rest, the ripest pear," "or in the character of hostess," entertained her friends in the playhouse where the brothers were occasionally welcomed, and where they

"Brought the bricks and built the 'stove,' with a real fire and all,

And stove-pipe joint for chimney, looming tall,
And wonderfully smoky—even to
Their childish aspirations, as it blew,

And swooped, and swirled about them, till their sight
Was feverish as their high delight."

Happy children! will anything ever again be so appetizing as the smoky, half-baked potatoes and scrambled eggs which were doubtless cooked on that brick stove?

But there were two more children; Alex., whose hair his mother insisted was "amber color," when others called it "red," and Baby Lizzie, "whose dark eyes could say, with looks that made her meaning clear as day," whatever her lips failed to articulate.

These five, with father, mother, Floretty, the maid, and the "hired man," made up the household. The best of the book is finished when the home and family are described, but the reader will never close the covers until he has reached the very last word. The second part consists of the stories told by the several members of the family and their neighbors at a party, the evening and the poem closing with a little parlor magic by the "Noted Traveler."

The best things in the poem are the little touches that spite of one's self, take the reader back to scenes that may have been quite unlike those about the Indiana boy, yet that made such a vivid impression on his own child mind that these pictures bring them all back again. For example,

"A rose
Taps at the window, as the sunlight throws
A brilliant, jostling checkerwork of shine
And shadow, like a Persian-loom design,
Across the home-made carpet—fades—and then
The dear old colors are themselves, again."

Was there ever a natural child who never attempted to walk tiptoe, so that every step should be on one of those patches of sunshine? But we must leave these Hoosier chaps, and, as we close the book we dream of the past, as they used to dream of the future, while

"They lay prone, or stretched supine
Beneath their favorite tree, with dreamy eyes,
And Argo-fancies voyaging the skies."

(The Bowen-Merrill Company, Indianapolis and Kansas City, Mo.)

Child Studies.

The difficulties of satisfactory child study are made very clear by Alice Meynell, in her book on "The Children." She calls those who live with children the fellow travelers of a bird. She says that with the uncovenanted ways of a child one can keep no tryst. One's former experiences are always at fault.

After giving a series of children's sayings, the author takes up different aspects of child life. Children in midwinter, out of town, under the early stars, in the fields, as authors, in illness, at the seashore—each of these phases of the child's existence makes so vivid an impression that years after they can be recalled down to the veriest details. The growing boy is described in all his taciturnity, his apparent moroseness but inner good nature, his outward indifference, but real affection, in fact, in all his general misunderstandingness, and he is shown to be, in his own brief language, the "nice boy" after all.

He who is not too old to remember his own boyhood days must recall, in reading the chapter on "Real Childhood," how he, too, was unsufferably bored by the tiresome conversation of the "grown-ups" that it apparently would never end, by the relations who everlastingly wore the same tiresome bonnets, with the hideous flowers fastened with the same black lace. In fact, there are many things about the book to remind one that:

"Men are only boys grown tall;
Hearts don't change much, after all."

(John Lane, New York. \$1.25, net.)

Kindergarten Guide.

A new "Kindergarten Guide," by Lois Bates, opens with a discussion of Froebel's principles and a description of a kindergarten. Stories, songs, and plays are given for the teaching of each of the gifts, for the occupations, descriptions, and patterns are shown for perforating, embroidery, paper plaiting, folding, and cutting, pea work, modeling in clay and sand, and basket making. In addition to the usual games and action songs, the author gives a series of drills which can be used with little children. Among these are drills with dumb bells, hoops, wands, fans, and tambourines. The book contains 16 colored plates and more than 200 illustrations. The instructions are very plain, and the book appears to be a helpful kindergarten guide. (Longmans, Green & Co., New York.)

Most persons acquainted with wood-working will agree that there is no more attractive branch of the art than turning, because of the innumerable forms that may be fashioned with a little ingenuity. But there must be a proper lathe and good tools and the operator needs a little instruction. In "A Laboratory Course in Wood-Turning," Michael Joseph Golden, M. E., professor of practical mechanics, Purdue university, gives the necessary descriptions of lathes, tools, and directions for sharpening tools and producing different kinds of work. There are illustrations on almost every page, and these and the text make the operations so clear that the merest novice ought to succeed in the work without further help. This book will be in demand in many schools, which need a good manual in this comparatively new branch. (Harper & Brothers, New York.)

Henry I. Sheldon, a practical and busy business man of Chicago, having visited Nicaragua and having personally inspected the ship canals of Suez, Kiel, and Manchester, and had many conferences with expert engineers, gives in his volume entitled "Notes on Nicaragua," to be published by A. C. McClurg & Co., his reasons for his belief that the Nicaragua Canal is both advisable and practicable. He tells the story of his visit to Nicaragua, pleads for the resumption of work on the canal, and recommends that the United States should both undertake the whole responsibility of making it and afterwards control the management.

Referring in his report to a list of the best books for children Supt. Bright says: "The book written by James Baldwin I wish to call especial attention to. As a writer for children, I believe that he has no living equal, and his books are within reach of all." Among the books by Prof. Baldwin are the stories of Benjamin Franklin, Abraham Lincoln, Daniel Webster, and George Washington. (Werner School Book Co.)

Ginn & Co. will issue in September "Selections From Malory's Morte Darthur," edited with introduction, notes, and glossary by Wm. Edward Mead, Ph.D. The aim in the selections has been to present connected wholes rather than fragmentary passages. The introduction gives a brief account of the present state of critical opinion on the origin of the Arthurian romances, and discusses the value and influence of Malory's work. Professor Kittredge of Harvard contributes to the introduction of short paper presenting new views on Sir Thomas Malory and his family. The notes point out Malory's sources, supply the connecting links between the different books of the "Morte Darthur," explain allusions, and suggest literary parallels. Linguistic notes are made secondary, but are given whenever they seem pertinent.

"Silver in China," is the title of a paper by Dr. Talcott Williams, published by the American Academy of Political and Social Science, Philadelphia, which presents much curious and interesting information. The author combats the prevalent notion that silver has, in China, an undiminished and unvarying purchasing power. The evidence presented is drawn not only from historical works, but from newspapers published in the Flowery kingdom. Of these, copious extracts are presented in appendices in which economic events are depicted in an unusually quaint and native language. The author shows, moreover, that silver is by no means to be considered the standard of values in China, that this function belongs rather to the copper cash which are universally used. They too have their ups and downs, depreciating here, and rising there. The evidence reveals, as the author states, "that monetary laws act in the same way in China as elsewhere."

James Barnes, author of "A Loyal Traitor," which has been running as a serial in "Harper's Round Table," and is soon to be published in book form by the Harpers, was born at the Naval Academy, at Annapolis, his father being an officer in the navy, and was graduated at Princeton about ten years ago. For several years he has been engaged in literary work in New York.

Subscribers will please remember that THE SCHOOL JOURNAL is not published on July 31 and August 7. The next number will go out on August 14.

Literary Notes.

"The Outgoing Turk: Impressions of a Journey Through the Western Balkans," is the title of an important book by H. C. Thomson, author of "The Chitral Campaign," which is to be published shortly by D. Appleton & Company. Mr. Thomson has traveled over eight hundred miles through Bosnia and Herzegovina, and he presents a graphic picture of the effect of twenty years of Christian control. He also discusses the problems offered by Armenia and Greece, and the attitude of Russia. His study of the relations of the powers to the Eastern question is one of special timely interest, and his survey of the contrasts between Christian and Turkish rule is one of great value.

"The Honor of a Princess," by F. Kimball Scribner, is a romance of the warlike and somewhat turbulent time of "Good Queen Bess." It is a strong story, full of adventure, and gives a lifelike picture of the time. It has a quaint flavor of the olden time that the reader will thoroughly enjoy. (F. Tennyson Neely, New York.)

"The History of Currency," by W. A. Shaw, the third edition of which was recently published by G. P. Putnam's Sons, has been translated into French by M. Raffalovich, and is to be issued in Paris by Guillauman. The favorable reception which this work has met with at the hands of students of political economy, in Europe and America, has led to its translation into Japanese by Prof. J. Shinobu, principal of the Kurume Commercial college in Fuknoga-Ken (Kiushiu).

In accordance with the expressed wish of a number of teachers of literature, Houghton, Mifflin & Co. have brought out a student's edition of Bryant's Translation of Homer's Iliad at the low price of \$1.00, net (731 pages). No edition of Bryant's Translation has ever before been published at a less price than \$2.50. The enterprise of the firm in thus giving such high class works in cheap and handy form will be appreciated by the teachers generally as well as by the public. There are many persons, in school and out, who wish to become acquainted

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with the great Grecian epic who will never have a chance to study Greek; they can find no more accurate or musical translation than that of our great master of blank verse—Bryant. The firm are doing a noble work in spreading a knowledge of classical literature.

D. C. Heath & Company, of Boston, have in press, for immediate issue in "Heath's Modern Language Series," First Spanish Readings, by Professor J. E. Matzke, of Leland Stanford university. This book contains one hundred and fifteen pages of very carefully selected stories descriptive of Spanish life and customs, and is provided with excellent notes and a full vocabulary.

Charles Scribner's Sons have printed the thirteenth thousand of "Our Common Birds and How to Know Them." This volume dwells upon some ninety specimens of our common birds, and between the remarkably life-like illustrations and the straightforward, easily intelligible descriptions, no one need be at a loss for the name or habits of any bird an out-door ramble reveals.

Our schools are every year paying more attention to the fine arts. In our large cities, where museums of art are growing by leaps and bounds they are sedulously fostering the interest and taste of the pupils of the public schools. Even in small towns and villages, where this kind of work is out of the question, we may see the walls of the school-rooms adorned with good pictures, thanks to the enter-

prise of the art-printer. But among the thousands of books on painting, sculpture, and architecture, who shall decide which are best, which are useful, and how one treatise may most gainfully supplement another. This need has long been clear to the librarians and teachers of America, and its response comes in the form of a capital guide to the literature of fine art just published by the Library Bureau, Boston, for the American Library Association. It gives a thousand carefully chosen titles, each followed by a note of description, criticism, and comparison. Mr. Russell Sturgis, the dean of the New York art critics, contributes the departments of painting, sculpture, architecture, landscape-gardening, illustration, and decoration. Mr. Henry E. Krehbiel, musical editor of the New York "Tribune," the selection of musical literature. We are glad to see that the American Library Association expects to follow it with a guide to history, beginning, of course, with American history.

A dozen years of chemistry teaching in one of the largest schools in the country has resulted in the methods embodied in the book, entitled "Elements of Chemistry," by Rufus P. Williams, issued by Ginn & Co. The work is very much more complete than the author's "Introduction to Chemical Science," issued ten years ago. The essential facts, laws, and experiments are presented in an "attractive" as well as accurate way. Rare elements and unimportant compounds are omitted.

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Summer Schools.

New England States.

CONNECTICUT.

The Chautauqua School of Physical Education. Six weeks, beginning July 6. Address J. W. Seaver, Yale university, New Haven, Ct.

MASSACHUSETTS.

Martha's Vineyard Summer Institute, Address W. A. Mowry, Hyde Park, Mass.; Pres. A. W. Edson, Worcester, Mass., manager school of methods.

Harvard University Summer School. Begins July 6. Address M. Chamberlain, Harvard university.

Clark University Summer School, July 19-31, at Worcester, Mass. Address Mr. Louis N. Wilson, clerk of the university.

The Eastern Summer School of the American Institute of Normal Methods at the New England Conservatory of Music, Boston. Address Albert A. Silver, 110 Boylston street, Boston.

Summer Music School, conducted by Prof. Frederick Zuchtman, Eastern session at Cottage City, Mass., Western session at Chicago. Address King-Richardson Publishing Co., Springfield, Mass.

The Sauveur Summer School of Languages at Amherst college, Mass. July 5-Aug. 13. Dr. L. Sauveur, 4613 Ellis avenue, Chicago, Ill.

H. E. Holt Normal Institute of Vocal Harmony. July 13-30. Address Mrs. H. E. Holt, Lexington, Mass.

New Schools of Methods in Public School Music. Eastern section at Hingham, Mass., August 3-19. Address American Book Company, Washington square, New York.

NEW HAMPSHIRE.

New Hampshire Summer Institute and School of Science at the College of Agriculture and Mechanic Arts, Durham, August 7-28. Address C. M. Weed, Durham, N. H.

VERMONT.

The summer schools of Vermont are as follows: Barton, Address G. A. Andrews, Derby. St. Johnsbury, Address W. H. Taylor, Hardwick. Essex Junction. Address J. E. Allen, Westford. Randolph, Address Fred E. Prichard, Bradford. Middlebury, Address Thos. E. Boyce, Middlebury. Putney, Address H. D. Ryder, Bellows Falls. All these schools begin August 2 and continue two weeks.

MAINE.

The Summer Schools, conducted by the Educational Department of Maine, will be held at Newcastle, beginning July 12; Saco & Orono, beginning July 13; Machias, beginning July 27; Houlton, beginning August 10. The school at Orono will be in session three weeks, the others, two weeks each. For prices for room and board, address G. H. Larrabee, Newcastle; F. L. Hervey, Orono; Supt. John S. Locke, Saco; Supt. W. R. Pattangall, Machias; Miss Lillian Longee, Houlton.

Summer School of Maine State College at Orono. Address F. L. Hervey, Orono.

Middle Atlantic States.

NEW YORK.

Summer School of the University of the City of New York at University Heights, July 5-Aug. 13. Pedagogy Courses, July 12-Aug. 20. Address Chas. L. Bliss, New York university, New York city.

National Summer School at Glens Falls. Thirteenth annual session begins July 21, lasting three weeks. Sherman Williams, Glens Falls, manager.

Chautauqua Summer School at Chautauqua, N. Y. Open July 3. The School of Pedagogy will hold a session of four weeks, the other school, six. Address W. A. Duncan, Chautauqua, N. Y.

Three summer institutes will be held under the direction of the Department of Public Instruction, of New York state, July 12-30 at Chautauqua, Thousand Island park, and Glens Falls.

Summer School of Manual Training at the Teachers' college, New York, July 7-Aug. 11. Address Charles A. Bennett, Teachers' college, Morningside Heights, New York.

Summer School of Languages, at Point o' Woods, Long Island. Address Prof. Chas. F. Kroeh, Stevens Institute of Technology, Hoboken, N. J.

NEW JERSEY.

The New York School of Expression. Summer session at Asbury Park, N. J. Address F. T. Southwick, Carnegie Music Hall, New York.

Summer Course in Languages. The Berlitz School of Languages, at Asbury Park, N. J., 1122 Broadway, New York.

PENNSYLVANIA.

Pennsylvania Chautauqua at Mt. Gretna, July 1-30. Address Rev. E. S. Hagen, York, Pa.

University of Pennsylvania Summer School at Philadelphia. July 6-30. Address Dana C. Munro, 111 South 15th street, Philadelphia.

Pennsylvania Summer School at Huntingdon. Address W. W. Deatrick, Kutztown, Pa.

Normal Chautauqua, E. Stroudsburg, July 5. G. P. Bible, E. Stroudsburg, Pa.

Philadelphia Summer School, July 6-30. D. C. Monroe, Philadelphia.

DELAWARE.

Summer School of Methods for Kent and New Castle counties in public school building, Dover, Del. Five weeks, beginning July 1. Address Supt. C. C. Tindal, Dover.

Central States.

MICHIGAN.

Bay View, Mich., Summer School, July 13-Aug. 17. Address J. M. Hall, Flint, Mich.

University of Michigan Summer School, July 7-Aug. 18. Address James H. Wade, sec., Ann Arbor, Mich.

Grand Rapids Kindergarten Training School. July and August. Clara Wheeler, secretary, 117 Barclay street, Grand Rapids, Mich.

Ferris Summer School at Big Rapids, Mich., May 24-July 5. W. N. Ferris, principal.

Benton Harbor College Summer School. July 7-Aug. 18. Address James H. Wade, Ann Arbor, Mich.

Benzonia College Summer School, July 6, continue six weeks. G. R. Wade Colton, Mich.

WISCONSIN.

Milwaukee Summer School of Pedagogy. Begins July 10 and continues four weeks. Address Daniel Fulcomer, Milwaukee, Wis.

Summer School for Physical Training, under the auspices of the North-American Gymnastic Union, at the Normal School of Gymnastics, Milwaukee, Wis. A six weeks' course from July 6 to August 14. Address Wm. A. Stecher, Third and Chestnut streets, St. Louis, Mo.

Dodge County summer school at Horicon, Wis., July 12 to August 13. Address E. T. Johnson, Horicon, Wis.

Stroughton Academy Summer School. Address K. A. Kasberg, Stoughton, Wis.

ILLINOIS.

Western Branch of the Summer School of the American Institute of Normal Methods at Northwestern Military Academy, Highland Park, Ill., July 13-30. O. S. Cook, secretary, 262 and 264 Wabash avenue, Chicago.

Cook County Normal Summer School, at Chicago, Ill., three weeks, beginning July 5, 1897. Address Wilbur S. Jackman, manager, 6916 Perry avenue, station O, Chicago.

Summer quarter of the University of Chicago. Two terms of six weeks each. Opens July 1. Address The Examiner (Division K), University of Chicago, Ill.

New School of Methods in Public School Music at Chicago (south side), July 12-28. Address American Book Company, Washington Square, New York.

IOWA.

Summer Latin School of Drake university. June 21-Aug. 20. Address C. O. Denny, Des Moines, Iowa.

Southern States.

ARKANSAS.

The Berlitz School of Languages at Eureka Springs, Arkansas. Address Berlitz & Co., 1122 Broadway, New York.

TENNESSEE.

Summer schools at Monteagle, Tenn., include the summer session of the Boston School of Expression. Address A. P. Bourland, manager, Monteagle, Tenn.

TEXAS.

Baylor University Summer School, at Waco, Texas, June 14 to August 6. W. H. Pool, Waco.

VIRGINIA.

Virginia Summer School of Methods, in June. E. C. Glass, Lynchburg, Va.

Rocky Mountain and Pacific States.

CALIFORNIA.

Leland Stanford University, May 31. Stanford University, California.

COLORADO.

Summer School and State Normal Institute at Salida, Colorado. Five weeks, beginning June 28. Address John S. Kilgore, Salida.

Summer School in Denver, Colorado. June 14-July 17. Address Fred Dick, Denver.

Canada.

Summer School of Science for Atlantic Provinces of Canada at Yarmouth, July 7-22. Address the secretary-treasurer, Prin. J. D. Seaman, Prince street school, Charlottetown, P. E. I.

TEACHERS WANTED!

We had more than four thousand vacancies last season and calculated that we would have about the same number this season. But we have advertised far more extensively and have pushed our business more than any previous year. We are now receiving (and have been for some time) more than 100 vacancies a day or 3000 a month. Judging by our business last year, we will receive more vacancies during July and August than any other two months in the year. It seems that the further you go South the later elections take place and the later vacancies appear. A large majority of the places we fill are filled in July and August. We have at present more than 4000 vacancies to be filled during the next sixty days.

Some of the vacancies which we have lately received, and which are to be filled within the next sixty days, are as follows:

City Superintendencies; several \$2,000.00 to \$4,000.00; large numbers \$1,000.00 to \$2,000.00.
 College and University Presidencies; several \$2,000.00 to \$4,000.00; large number \$1,000.00 to \$2,000.00.
 College and University Professorships; large numbers; Mathematics; Sciences; Languages; English; Ethics; etc.; \$1,000.00 to \$5,000.00.
 Presidencies of Normal Colleges; several; \$1,500.00 to \$3,000.00.
 Normal College Professorships; several; \$1,000.00 to \$2,000.00.
 Assistant Professors, Instructors, and Tutors in Colleges and Universities; large numbers; \$500.00 to \$1,800.00.
 Principals of Private Secondary Schools; very large numbers; on guaranteed salaries \$800.00 to \$2,500.00; some on merits \$500.00 to \$5,000.00.
 Assistants in small Colleges and private secondary Schools (men) several; \$500.00 to \$1,500.00.
 Assistants in small Colleges and private secondary Schools (women) very large numbers; \$400.00 to \$1,000.00.
 Lady Teachers in Normal Schools and Colleges; several; \$600.00 to \$5,000.00.
 Grade Teachers (men); several; \$400.00 to \$800.00.
 Grade Teachers (men); several; \$400.00 to \$800.00.
 High School Teachers (ladies); several \$600.00 to \$1,200.00.
 High School Teachers (men); several; \$800.00 to \$1,800.00.
 Principals of Public Schools (ladies); several; \$800.00 to \$1,200.00.
 Principals of Public Schools (men); large numbers; \$600.00 to \$3,000.00.
 Presidents of Ladies' College, highest grade; several; \$1,500.00 to \$4,000.00.
 Professors in Ladies' Colleges, highest grade; several; \$900.00 to \$1,800.00.
 Lady Teachers in Ladies' Colleges, highest grade; large numbers; \$500.00 to \$1,200.00.
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"Short Stories," by Elizabeth A. Turner, has been published by Ginn & Co. This little book is intended to be used as a supplementary reading book in primary classes using third readers. The aim of these stories is to entertain rather than to instruct, though where a little instruction could easily be given, it has been.

The first attempt at a systematic and comprehensive treatment of German orthography and phonology is embodied in "German Orthography and Phonology," by George Hempl, Ph. D., junior professor of English in the University of Michigan. (Ginn & Co.)

One of the recent books of Ginn & Co. is the "School Edition of Homer's Odyssey," edited, with introduction, notes and vocabulary, by Professors Perin and Seymour of Yale university. The School Odyssey resembles Seymour's School Iliad, with the slight modifications which study and experience have suggested.

The claim for woman suffrage, first formulated in 1848, never has been allowed to lie dormant, even during the civil war; but not until now has any complete exposition of the subject appeared on the anti-suffrage side. This is furnished in "Woman and the Republic," by Helen Kendrick Johnson, now in the press of the Appletons. Mrs. Johnson considers the subject from every point of view—historically, legally, morally, and socially.

Prof. C. H. Thurber, of the University of Chicago, has obtained from some 3,000 children, of ages from six to fifteen, inclusive, in the public schools of Chicago answers to a series of questions, the first two of which are as follows: What books have you read since school began last September? Which one of these did you like best? The answers to the second question paid a high tribute to America's great historian, John Fiske, in that they

placed his "History of the United States for Schools" as No. 15 on a list of 100 books receiving the greatest number of votes. This book also appears in the first ten voted for by boys 13 years old, and in the first ten voted for by boys 14 years old. It is remarkable that the second book on the list is "Uncle Tom's Cabin," and that Longfellow's "Evangeline" stands No. 13, while many books especially prepared for children come in toward the end of the list.

It is said that the first edition of "The Idiot, and Other People," studies in the unfit, by W. C. Morrow, was disposed of in a fortnight after its publication, and a new edition has just been issued by the J. B. Lippincott Company, its publishers.

Lovers of James Whitcomb Riley's poems, and their number is legion, will be glad to learn that he has written another poem, "A Child's World," published by the Bowen-Merrill Co., Indianapolis. It describes the humor and pathos of life in the Ohio valley.

Interesting Notes.

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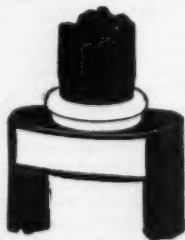
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